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|  | **MYP Assessment Task** | | **Teacher(s) E.Caffrey/ T. Colville** | |
| **Subject** | Individuals and Societies | **Grade** | 9\_\_\_ |
| **Student** |  | **Date** | May 2016 |

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**Evaluating Revolutions**

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| *There have been numerous revolutions throughout history, some have succeeded and some have failed. Some revolutions have promised equity, equality or democracy yet somehow these ideals don’t always eventuate.*  *This begs the question: What makes a successful revolution?*  Your task is to create an **engaging poster about revolutions**. This is an **individual assessment** and the size of the poster is up to you but make sure you plan it before you begin. Your poster should have a variety of sources such as images, diagrams, quotes or extracts. ***All information*** must be referenced properly using the **APA style**. Your Bibliography should be **annotated** and contain **at least 10** varied sources. To save space your Annotated Bibliography should be on the *back* of the poster.  Your poster should also be engaging, we will brainstorm the elements of an engaging poster in class.  Your task is to choose one country that has had a **successful revolution** and one country that has had an **unsuccessful revolution**. You must research these revolutions in depth and have a good understanding of them. You cannot choose the American, French or Haitian Revolutions.  You revolutions should include the **context, summary, figures, goals** **and reasons for success/it being unsuccessful** of the two revolutions you have chosen. What were the influences or conditions in the country prior to the revolution? What events happened in the lead up to the revolution? Why was a revolution necessary?! Why was it successful or unsuccessful?  Your next section will be about the **nature and effectiveness of revolutions**. Are there general rules to a revolution? What are the necessary ‘ingredients’ for a revolution? Are revolutions ultimately effective? Why are revolutions successful or unsuccessful? Are there any theories on revolutions? Are violent or peaceful revolutions more effective?  **Reflection**  Once you have completed your poster you must also reflect on your research process, the results and the final product. Put this on the **back** of your poster. The reflection should be substantial and address the following questions. What you proud of? What were the difficulties you had with the task? How could you improve? Time-management? Source-selection?  **SO your poster should have 3 sections**:   1. Successful revolution: Context, Summary, Figures, Goals, Success or not   2. Unsuccessful revolution: Context, Summary, Figures, Goals, Success or not  3. Evaluation of effectiveness of revolutions |

**Criterion and Assessment Rubrics**

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| **CRITERION B: INVESTIGATING**  iii. use research methods to collect and record relevant information  iv. evaluate the process and results of the investigation, with guidance. | |
| **Achievent Levels** | **Descriptor** |
| 0 | * The student does not reach a standard described by any of the descriptors given below. |
| 1-2 | * The student collects and records limited or sometimes irrelevant information. * The student reflects on the research process and results in a limited way. |
| 3-4 | * The student uses a method(s) to collect and record some relevant information. * The student reflects on the research process and results. |
| 5-6 | * The student uses methods to collect and record appropriate relevant information. * The student evaluates on the research process and results. |
| 7-8 | * The student uses methods to collect and record appropriate and varied relevant information. * The student provides a detailed evaluation of the research process and results. |

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| **CRITERION C: COMMUNICATING Maximum 8**  i. communicate information and ideas in a way that is appropriate for the audience and purpose  ii. structure information and ideas according to the task instructions  iii. create a reference list and cite sources of information. | |
| **Achievement Levels** | **Descriptor** |
| 0 | * The student does not reach a standard described by any of the descriptors below. |
| 1-2 | * The student communicates information and ideas in a style that is not always clear * The student organizes information and ideas in a limited way * The student lists sources of information inconsistently. |
| 3-4 | * The student communicates information and ideas in a way that is somewhat clear * The student somewhat organizes information and ideas * The student creates an adequate reference list and sometimes cites sources. |
| 5-6 | * The student communicates information and ideas in a style that is mostly appropriate to the audience and purpose * The student mostly structures information and ideas according to the task instructions * The student creates an adequate reference list and usually cites sources. |
| 7-8 | * The student communicates information and ideas in a style that is completely appropriate to the audience and purpose * The student structures information and ideas completely according to the task instructions * The student creates a complete reference list and always cites sources. |

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| **CRITERION D: THINKING CRITICALLY Maximum 8**  ii. summarize information to make valid, well-supported arguments  iii. analyse a range of sources/data in terms of origin and purpose, recognizing values and limitations | |
| **Achievement Levels** | **Descriptor** |
| 0 | * The student does not reach a standard described by any of the descriptors below. |
| 1-2 | * The student begins to identify connections between information to make simple arguments * The student recognizes the origin and purpose of few sources/data as well as few values and limitations of sources/data |
| 3-4 | * The student summarizes information to make some adequate arguments * The student analyses sources/data in terms of origin and purpose, recognizing some values and limitations |
| 5-6 | * The student summarizes information in order to make usually valid arguments * The student analyses sources/data in terms of origin and purpose, usually recognizing values and limitations |
| 7-8 | * The student summarizes information to make consistent, well-supported arguments * The student effectively analyses a range of sources/data in terms of origin and purpose, consistently recognizing values and limitations |

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| **Student Reflection:** |
| Remember to keep reviewing what you have done. Save a digital copy of the rubric so that you can highlight what you have done and see what you still need to do. What do you need to do? What don’t you understand and need to ask for help from the teacher? Have you included enough detail? Have you edited each other’s work? Is the information correct for each factor?  Finally, check the achievement levels before handing in your work. Compare them to your work – what grade would you achieve with the work as it is at this moment? How do you need to improve it before you give it to the teacher? |

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| **Teacher Feedback:** |
| This will be given to you orally as you work in class. The final feedback will be written on the evaluation form. |